

**TECHNIQUES DONE BY THE SECOND YEAR STUDENTS IN
DEVELOPING IDEAS IN PREWRITING ACTIVITIES
AT MA AL-HUDA KUNTU KAMPAR KIRI**



By

NUR AMALIAH
NIM. 10614003463

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H / 2010 M**

ABSTRACT

Nur Amaliah (2010) : Techniques Done by the Second Year Students in Developing Ideas in Prewriting Activities at MA Al-Huda Kuntu Kampar Kiri

The purpose of the research was to know techniques done by the second year students in developing ideas in prewriting activities at MA AL-Huda Kuntu Kampar Kiri. The second year students of MA Al-Huda Kuntu have been taught about the techniques in developing ideas in prewriting activities, and they also have ideas even they have trained and practiced the techniques to develop their ideas. So, they should be able to develop their ideas in writing. But in fact, they still have many problems in writing and developing their ideas; they still cannot write and develop their ideas well and perfectly like the aims of the curriculum. So, the writer is interested in carrying out the research about the problem. Therefore, the writer formulates the problems of the research as follows: what techniques are done by the second year students of MA Al-Huda Kuntu in developing their ideas in prewriting activities?

The subject of the research was the second year students of MA Al-Huda Kuntu Kampar Kiri, and the object of the research was techniques in developing ideas in prewriting activities. The population of the research was all of the second year students of MA Al Huda Kuntu Kampar Kiri, and the total number of the population was 30. The sample of the research was all of the students because it was a small population. So, the sample was obtained through total sampling technique. The technique of data collection in the research was through questionnaire. The technique of data analysis used descriptive research. Based on the result of the research, there are five techniques done by the second year students of MA Al-Huda Kuntu in developing their ideas in prewriting activities, they are: brainstorming, free-writing, listing, clustering, and outlining.

ملخص

موضوع هذا البحث تقنيات يستعمل تلاميذ الصف الثانى فى تطور الأفكار قبل أن يؤلفوا فى المدرسة العالية الهدى كنت كمبار كبرى. هدف هذا البحث لمعرفة تقنيات يستعمل تلاميذ الصف الثانى فى تطور الأفكار قبل أن يؤلفوا فى المدرسة العالية الهدى كنت كمبار كبرى. علمو عن تقنيات فى تطور الأفكار، بل جربوا و طبقوا تلك التقنيات لتطور أفكارهم. فينبغى عليهم أن يستطيع لتطور أفكارهم فى التأليف، لكن فى الواقع، عندهم المشكلات الكثيرة فى التأليف وتطور أفكارهم بحسن و تمام كأهداف المنهاج. فالباحثة أردت أن تبحث هذه المشكلة. لذلك، تقون الباحثة المشكلة كما يلى : ما تقنيات يستعمل تلاميذ الصف الثانى فى المدرسة العالية الهدى كنت كمبار كبرى فى تطور الأفكار قبل أن يؤلفوا؟

إفراد هذا البحث هو تلاميذ الصف الثانى فى المدرسة العالية الهدى كنت كمبار كبرى. موضوع هذا البحث تقنيات فى تطور الأفكار قبل أن يؤلفوا. مجتمع هذا البحث هو كل هو تلاميذ الصف الثانى فى المدرسة العالية الهدى كنت كمبار كبرى، عدادهم 30 التلاميذ. عينة هذا البحث هو كل التلاميذ لان المجتمع قليل. إذن العينة وجد من تقنيات طتال سملع. الطريقة لجمع البيانات فى هذا البحث هى بالاستبيان. و تحليل البيانات وصفى بالمنوية. على أساس حصيله هذا البحث فى اتمدرسة العالية الهدى كنت كمبار كبرى، أن تقنيات يستعمل التلاميذ فى تطور الأفكار قبل أن يؤلفوا فى المدرسة العالية الهدى كنت كمبار كبرى هو متوسط لأن المنوية من تقنيات التى يستعمل التلاميذ هو 56 % فصيلة بين 56% - 75%.

ملخص

نور عملية (٢٠١٠) : تقنيات استعملن تلاميذ الفصل الثانى فى تطور الأفكار قبل نشاط الاءنشاء فى المدرسة العالية الهدى كنت كمبار كبرى.

اهداف هذا البحث لمعرفة تقنيات استعملن تلاميذ الفصل الثانى فى تطور الأفكار قبل نشاط الاءنشاء فى المدرسة العالية الهدى كنت كمبار كبرى. علمو عن تقنيات فى تطور الأفكار، بل جربوا و طبقوا تلك التقنيات لتطور أفكارهم.

فينبغي عليهم أن يستطيع لتطور أفكارهم في الاءنشاء، لكن في الواقع، عندهم المشكلات الكثيرة في الاءنشاء وتطور أفكارهم بحسن و تمام كأهداف المنهاج. فالباحثة أردت أن تبحث هذه المشكلة. لذلك، تقون الباحثة المشكلة كما يلي : ما تقنيات استعملن تلاميذ الفصل الثاني في المدرسة العالية الهدى كنت كمبار كيرى في تطور الأفكار قبل نشاط الاءنشاء؟

إفراد هذا البحث هو تلاميذ الفصل الثاني في المدرسة العالية الهدى كنت كمبار كيرى. موضوع هذا البحث تقنيات في تطور الأفكار قبل نشاط الاءنشاء. مجتمع هذا البحث هو كل تلاميذ الفصل الثاني في المدرسة العالية الهدى كنت كمبار كيرى، عدادهم 30 التلاميذ. عينة هذا البحث هو كل التلاميذ لان المجتمع قليل. إذن العينة وجد من تقنيات طتال سمفلع. الطريقة لجمع البيانات في هذا البحث هي بالاستبيان. و تحليل البيانات وصفي بالمنوية. حصيل هذا البحث هو كانت خمسة التقنيات استعملن تلاميذ الفصل الثان في المدرسة العالية الهدى كنت كمبار كيرى في تطور أفكارهم قبل نشاط الاءنشاء، هو : برنستورمع، فريوريتع، لستع، كلستيرع و اوتلينع.

ملخص

نور عملية (٢٠١٠) : تقنيات تستعمل هي بتلاميذ الصف الثاني في تطور الأفكار قبل أن يؤلفوا في المدرسة العالية الهدى كنت كمبار كيرى.

اهدف هذا البحث لمعرفة تقنيات تستعمل هي بتلاميذ الصف الثاني في تطور الأفكار قبل أن يؤلفوا في المدرسة العالية الهدى كنت كمبار كيرى. علمو عن تقنيات في تطور الأفكار، بل جربوا و طبقوا تلك التقنيات لتطور أفكارهم. فينبغي عليهم أن يستطيع لتطور أفكارهم في التأليف، لكن في الواقع، عندهم المشكلات الكثيرة في التأليف وتطور أفكارهم بحسن و تمام كأهداف المنهاج. فالباحثة أردت أن تبحث هذه المشكلة. لذلك، تقون الباحثة المشكلة كما يلي : ما تقنيات تستعمل هي بتلاميذ الصف الثاني في المدرسة العالية الهدى كنت كمبار كيرى في تطور الأفكار قبل أن يؤلفوا ؟

إفراد هذا البحث هو تلاميذ الصف الثاني في المدرسة العالية الهدى كنت كمبار كيرى. موضوع هذا البحث تقنيات في تطور الأفكار قبل أن يؤلفوا. مجتمع هذا البحث هو كل تلاميذ الصف الثاني في المدرسة العالية الهدى كنت كمبار كيرى، عدادهم 30 التلاميذ. عينة هذا البحث هو كل التلاميذ لان المجتمع قليل. إذن، العينة وجد من تقنيات طتال سمفلع. الطريقة لجمع البيانات في هذا

البحث هي بالاستبيان. و تحليل البيانات وصفى بالمنوية. حصيل هذا البحث هو كانت خمسة التقنيات تستعمل هي بتلاميذ الصف الثان فى المدرسة العالية الهدى كنت كمبار كبرى فى تطور أفكارهم قبل أن يؤلفوا, هو : برنستورمع, فريوريتع, لستع, كلستيرع و اوتلينع.

ABSTRAK

Nur Amaliah (2010) : Teknik-teknik yang Digunakan oleh Siswa Kelas Dua dalam Mengembangkan Ide-Ide Sebelum Kegiatan Mengarang di MA Al-Huda Kuntu Kampar Kiri

Tujuan penelitian ini adalah untuk mengetahui teknik-teknik yang digunakan oleh siswa kelas dua dalam mengembangkan ide-ide sebelum kegiatan mengarang di MA Al-Huda Kuntu Kecamatan Kampar Kiri. Siswa kelas dua MA Al-Huda Kuntu telah diajarkan tentang teknik-teknik dalam mengembangkan ide-ide sebelum kegiatan mengarang dan mereka juga mempunyai ide-ide bahkan mereka telah mencoba dan mempraktekkan teknik-teknik tersebut untuk mengembangkan ide-ide mereka. Jadi, mereka seharusnya mampu untuk mengembangkan ide-ide mereka, tetapi pada kenyataannya mereka masih mempunyai banyak masalah dalam mengarang dan mengembangkan ide-ide mereka, mereka masih tidak bisa mengarang dan mengembangkan ide-ide mereka dengan baik dan sempurna seperti tujuan kurikulum. Maka, pengarang tertarik melaksanakan penelitian tentang masalah ini. Karena itu, pengarang merumuskan masalah penelitian sebagai berikut: Apakah teknik yang digunakan oleh siswa kelas dua MA Al-Huda Kuntu dalam mengembangkan ide-ide mereka sebelum kegiatan mengarang?

Subjek penelitian ini adalah siswa kelas dua MA Al-Huda Kuntu Kecamatan Kampar Kiri. Objek penelitian ini adalah teknik-teknik dalam mengembangkan ide-ide sebelum kegiatan mengarang. Populasi penelitian ini adalah seluruh siswa kelas dua MA Al-Huda Kuntu, kecamatan Kampar Kiri, jumlah keseluruhan populasi adalah 30 siswa. Sampel penelitian ini adalah seluruh siswa tersebut karena merupakan populasi yang kecil. Jadi sampel diambil melalui teknik total sampling. Teknik pengumpulan data pada penelitian ini adalah melalui Kuesioner/Angket. Dan teknik analisa datanya menggunakan penelitian deskriptif. Berdasarkan hasil penelitian ini, ada lima teknik yang digunakan siswa kelas dua MA Al-Huda Kuntu dalam mengembangkan ide-ide mereka sebelum kegiatan mengarang, yaitu: brainstorming, free-writing, listing, clustering dan outlining.

CONTENTS

SUPERVISOR APPROVAL	
EXAMINER APPROVAL	
ACKNOWLEDGEMENT	i
ABSTRACT	iii
CONTENTS	vi
 CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Problem.....	3
1. Identification of the Problem.....	3
2. Limitation of the Problem.....	4
3. Formulation of the Problem.....	4
C. Reasons for Choosing the Title.....	5
D. Objective and Significance of the Research.....	5
1. Objective of the Research.....	5
2. Significance of the Research.....	5
E. Definition of the Terms.....	6
 CHAPTER II THEORETICAL FRAMEWORK	
A. Techniques in Developing Ideas in Prewriting Activities..	8
B. Relevant Research.....	1
C. Operational Concept.....	8
	1
CHAPTER III RESEARCH METHODOLOGY	9
A. Research Design.....	
B. Location and Time of the Research.....	
C. Subject and Object of the Research.....	2
D. Population and Sample of the Research.....	1
E. Technique of Data Collection.....	2
F. Technique of Data Analysis.....	1
	2
CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS	1
A. Data Presentation.....	2
B. Data Analysis.....	2
	2
CHAPTER V CONCLUSION AND SUGGESTION	2
A. Conclusion	2
B. Suggestion.....	2
 BIBLIOGRAPHY.....	
APPENDIXES	2
	3
	3

CHAPTER I

INTRODUCTION

A. Background of the Problem

Technique is way of doing special activity in order it can be done well. In developing ideas in prewriting activities, students should use special techniques in order they can develop their ideas well and get the success of writing. All students should master writing skill because writing is one of four language skills (speaking, reading, listening, and writing) that should be mastered by all of students. It is a skill that cannot be separated with every learning process experienced by students as long as they are still in educational process, including the students at MA Al-Huda Kuntu.

MA Al-Huda Kuntu is one of Senior High Schools in Riau. It is located in Kuntu, district of Kampar Kiri, regency of Kampar. Based on curriculum used at the school, English is one of subjects studied by the students. Even, English is one of the main subjects tested in National Final Test and writing is one of the English skills studied and must be mastered by all of the students in the school. English is served about four hours every week and writing is served about one hour (45 minutes) every week.

In studying writing, prewriting techniques is one of materials studied by the second year students of the school because one of base competence at the second year is that students should be able to reveal the meaning and the

rhetoric steps in writing the simple essay accurately and fluently in daily life (KTSP:2006)

The second year students of MA Al-Huda Kuntu studied all stages of writing process including prewriting activities as the first stage of the writing process. In order the students can master prewriting activities, the students studied about techniques in developing ideas in prewriting activities, including: brainstorming, free-writing, listing, clustering, and outlining. Although the students have studied the five techniques, the students developed their ideas by technique that easiest for each of them among of the five technique. In preliminary research, the writer observed that some of the students developed their ideas by making as many questions as possible about the topic, some of them developed their ideas by writing freely in prewriting activities, some of them developed their ideas by making a list of words and phrases that concerning to the topic, some of them developed their ideas with the help of a diagram and some of them developed their ideas by arranging the main points and sub points of the topic orderly.

Based on the ideas above and the preliminary study of the writer about the problems, the second year students of MA Al-Huda Kuntu have been studied about techniques in developing ideas in prewriting activities and most of them stated that they have ideas to be developed even they have trained and practiced the techniques to develop their ideas. So, they ought to be able to develop their ideas in writing, but in fact, they still have many problems in writing and developing their ideas well and perfectly like the aims of the

curriculum. The students often blank and fell confuse to start their writing and they often get mental block when they want to write their ideas. The problems can be seen from the phenomena below:

1. Some of the students often need long times to find ideas before starting their writing.
2. Some of the students that have started to write their ideas often stop so long to think what they should write next.
3. Some of the students have difficulties in getting words down in their paper.
4. The ideas of their writing still not connected each other.
5. The ideas in their writing often run out of the main topic.
6. The students' writing skill is still under the minimal completeness criteria decided at the school.

Based on the symptoms above and the important role of writing skill, the writer is interested in carrying out a research entitled: **“Techniques Done by the Second Year Students in Developing Ideas in Prewriting Activities at MA Al-Huda Kuntu Kampar Kiri”**

B. Problem

1. Identification of the Problem

Based on the background and phenomena above, the writer would like to identify the problems as follows:

1. Why some of the students often need long times to find ideas before starting their writing?

2. What factors make some of the students that have started to write their ideas often stop so long to think what they should write next?
3. Why some of the students have difficulties in getting words down in their paper?
4. What factors make the ideas of their writing still not connected each other and often run out of the main topic?
5. What techniques done by the students in developing their ideas in prewriting activities.
6. What factors make students ability in writing still under the minimal completeness criteria although they have studied English since Elementary School?

2. Limitation of the Problem

Based on the identification of the problems above, the writer only limits the problems about the students' techniques in developing their ideas in prewriting activities at the second year students of MA Al-Huda Kuntu Kampar Kiri.

3. Formulation of the Problem

Based on the limitation of the problems above, the writer formulates the problems of the research as follow: what techniques are done by the second year students of MA Al-Huda Kuntu in developing their ideas in prewriting activities?

C. Reasons for Choosing the Title

The reasons why the writer is interested on carrying out a research on the topic above are based on several considerations:

1. The problems of the research are very interesting and challenging to be investigated in term of techniques done by the students in developing ideas in prewriting activities.
2. The topic is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the writer is concerned, this research title has never been investigated by any other researches yet

D. Objective and Significance of the Research

1. Objective of the Research

Based on the formulation of the problem above, the objective of the research is to find out the techniques done by the second year students in developing ideas in prewriting activities at MA Al-Huda Kuntu Kampar Kiri.

2. Significance of the Research

This research is very important because it will contribute and carry out for the following necessities, they are:

1. To fulfill one of requirements for the writer to complete her undergraduate degree program at English Education Department of

Education and Teachers Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

2. Theoretically, the writer can get information from this research that can be very useful to add new information about techniques in developing ideas in prewriting activities.
3. To provide the scientific investigation and the information of the students' techniques in developing their ideas in prewriting activities, especially the second year students of MA-Al-Huda Kuntu.
4. To give contribution to the students generally, especially to the second year students of MA Al-Huda kuntu to increase their skill in developing ideas in prewriting activities.
5. To give some inputs and meaningful information to the English teacher in order they have a real reflection about techniques in developing ideas in prewriting activities.

E. Definition of the Terms

To simplify the process of designing and application of the research, and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms comprised in this research as follows:

1. Technique

Hornby, et al (1969: 331) define that technique is way of doing something, especially one that needs special skill, skill with which somebody is able

to do something practical. Techniques here mean ways of developing ideas in prewriting activities.

2. Student

Student is person who is studying at a college or university (Oxford Learner's Pocket Dictionary, 2007: 429). Student is someone involves in studies, in attempting to get knowledge or a set of skills at the school by following the curriculum and teach by the teacher. Students here mean the second year students of MA Al-Huda Kuntu

3. Developing ideas

Developing is making something larger, beginning to have something (Oxford Learner's Pocket Dictionary, 2007: 429), or beginning to have something, and idea is plan or thought in the mind. Developing ideas here means generating ideas and thinking to discover something to be composed.

4. Prewriting Activities

Richards, et al (1992: 70) point out that prewriting activities is activities in which writers look for a topic, look for ideas and language related to the topic before beginning writing. The other definition is pointed out by Langan (1986: 12) that prewriting activities is the step of writing before beginning the real writing or preparation for writing.

CHAPTER II

THEORETICAL FRAMEWORK

A. TECHNIQUES IN DEVELOPING IDEAS IN PREWRITING ACTIVITIES

Writing is one of the four language skills, and it is the most important because writing is a skill that cannot be separated with every learning process experienced by students as long as they are still in the educational process. All of the students must learn four language skills completely. They are: speaking skill, reading skill, listening skill, and writing skill. Brown (1994:271) states that the students should master four language skills (speaking, reading, listening, and writing) at the end of learning process.

Besides, we can convey something to anyone, anytime, and anywhere in the world with our writing. A philosopher said that if you want to live thousands years, you can continue your old with your writing. That means, although we passed away, but other people still can read our ideas of what we have written.

Writing also has an important role to get a good job. In relation to the notion, McMahan and Susan Day (1984:3) point out that:

Writing is one of the most taxing jobs around, especially if you want to do it skillfully. But writing well is also one of the most useful crafts you can develop essential, even and valuable to prospective employers. You will greatly improve your chances of landing a good job if you can write clear, correct expository prose.

Ability of writing must be supported by talent, aptitude, exertion, motivation, interest, and knowledge about writing. So, nobody can master writing instantly. In relation to the notion above, Oshima and Hogue;1991 (in Syafi'i, 2007: 6) also argue that writing is not a spontaneous product.

Writing is not easy; not all of people can write their ideas well and perfectly. Horn (1977: 5) states that many people find it easy to speak but hard to write things down on paper. It must be done step by step and needs a long time and a long process. There are five main stages in the process of writing, they are: prewriting, planning, real writing, revising the drafts, and writing the final draft. In relation to the process of writing, Simon and Schuster (2003: 8) illustrate:

Good writing doesn't happen overnight. It involves a process. That process-five steps that begin with prewriting and end with proof reading a final draft-will force you to go through the revision required to produce a polished piece of work. The five-steps process is intended to be done in linear order; that is, each step should follow the previous step. Each phases of the writing process builds upon the work done prior, so it's important to keep that momentum going. That said, the writing process is indeed flexible. Though you'll start out moving through it in order, there's no reason you can't jump back and fort.

Reid (1988: 1) illustrates that prewriting is collecting ideas before writing. It is the first stage in the process of writing. Prewriting is a type of creative writing that is done to generate ideas. It will help and determine the success of the next stages. Therefore, before writing, the writer must think and prepare it as well as possible.

McMahan and Susan Day (1984:8) define prewriting as the thinking process. Kinneavy, et al (1985: 92) state that prewriting activities involve discovering what there is to say about a topic and how much of it to say. Langan (1986: 93) illustrates that prewriting will help the writer think about topic and get words down on paper.

Gould, et al (1989: 106-107) point out that prewriting is the complex network of initial mental sequences we undergo when we write a paper. Sometimes we generate words from scratch, other times we reread words we have written to see if they jog our memories of past, often forgotten knowledge or create new ideas we have not yet formulated in our own minds. Regardless of where we are in our writing, we must allow our thoughts free rein until we have a “working” draft we can revise and respond to. So, ability in developing ideas of prewriting activities is very important because it will help the success of writing.

In developing ideas in prewriting activities, there are some techniques that can be done by students that are often called *prewriting techniques*. In relation to the notion, Langan, (1986: 93) states that there are four techniques that will help students to think about their topic and get words down on paper. The techniques are often called *prewriting techniques* because they come before the actual writing of a paper. They are: 1) *brainstorming* 2) *free-writing* 3) *making a list (listing)* 4) *making a scratch outline (outlining)*. In his other book, beside the four techniques, Langan (2001: 18) adds *clustering* in the prewriting techniques. Reid (1993: 5) points out that in developing ideas,

students should experiment with a variety of *prewriting techniques*. Beside the four techniques, he also adds *clustering* in the prewriting techniques. Simon and Schuster (2003: 23) also put *clustering* as one of prewriting techniques.

1. Brainstorming

One of prewriting techniques is brainstorming. It is a spontaneous excellent verbal activity for generating an idea. It will help students relax and see that each of them has something to contribute. In brainstorming, we generate our ideas and details by making as many questions as we can think about the topic. Langan (1986: 93) points out that in brainstorming you generate ideas and details by asking as many questions as you can think of about your subject. Such questions include *what, when, why, how, where, and who*. So, before writing, we formulate some questions about the topic. Then, generate the topic based on the questions.

Usually, the ideas come from our experiences, knowledge facts, or the event that we have ever felt. By making questions, it will make us remember it again and also makes us easy getting started in writing the ideas. As a result, it will be easy to accumulate a series of details providing the basic for the writing. Simon and Schuster (2003: 21) point out that brainstorming helps you gather the facts and experiences you already know about your subject. It is a way to map your ideas.

Therefore, brainstorming is a useful technique in writing because it permits us to approach a topic with an open mind. Because we do not

judge our ideas as they emerge, we free ourselves to come up with ideas that we might not even know we had. Brainstorming is one of several different ways to begin writing (Brown, 1994: 333).

2. Free-writing

Simon and Schuster (2003: 19) illustrate that free-writing is done when you write freely as quickly as and as many ideas as possible you can write for a set period of time, without worrying grammar, spelling, punctuation, logic and organization, just focus on a set topic or whatever comes to mind. Edits come later, once the ideas have been organized.

Langan (1986: 13) also points out that free-writing is one way in writing where we write as fast as we can and do not worry about spelling, punctuation, composition, erasing mistakes or finding exact words.

We are free to express our ideas and impressions down on paper clearly. It is intended to break through mental blocks about writing and the fear of making errors. As we do not have to worry about making mistakes, we can concentrate on discovering what we want to say about a subject. Our initial ideas and impressions will often become clearer after we have gotten them down on paper. Through continued practice in free-writing, we will develop our habit of thinking as we write and a technique that is a helpful way to get started on almost any paper that we write (Langan, 1986: 94-95).

Elbow, 1991 (in Reid, 1993:4) also illustrate that teachers and researchers believed in expressive, self actualizing writing in which

students discovered ideas and themselves through free-writing and brainstorming. The use of free-writing technique that allowed students to use language as an aid to thinking and discovery supplanted impersonal prose, literary analysis, and the concentration on the product of writing that had existed in previous decades. Through free-writing, there is a relatively risk-free way of transferring ideas into words and into a page, students will discover both real meaning and what they want to say.

Oshima, et al (1991: 6) point out that there are some procedures of free-writing technique, they are:

1. Write the topic at the top of your page.
2. Write as much as you get the ideas intended. Do not forget to include information, facts, details, examples, etc. that come into your mind about the subject.
3. After you have run out of ideas, reread your paper and circle the main ideas that you would be interested in developing.
4. Take that main idea and free-write again.

3. Listing

Syafi'i (2007: 12) illustrates that in listing you can think about your topic and quickly make a list of whatever words or phrases come into your mind. Langan (1986: 95) points out that making a list is aimed to produce as many ideas as possible in a short time as to find a specific focus of our topic or to generate details and accumulate as much raw materials for writing as possible. It is an excellent way to get started because by making a list often we can go on to make a scratch outline and we write the first draft of our paper. In making a list, we also do not have to worry about repeating ourselves, sorting out major details from minor

ones, spelling or punctuation correctly. In making a list, we write out a list as many different items as we can think of concerning our topic. As we make a list, ideas about how to develop and organize a paper will occur indirectly to us (Langan, 1986: 96).

Listing is also a technique for finding a subject. It can be a free association technique, or it can be more controlled. Making a list helps writers discover what is on their minds and what they know about a subject. By “paying attention” to their responses, they can also discover how they feel about the items on their lists. They are able to limit their choices and determine the best approach to the subjects they ultimately select. Writers can discover their subjects by noting how many related items appear on the list, grouping them according to the associations that develop, and then questioning the item or items selected.

Syafi'i (2007: 12-13) explains the procedures of listing technique in writing a paper as follows:

1. Write down your general topic at the top of the paper.
2. Make a list of every word, phrase or sentence about the topic that comes into your mind. Do not stop or give up till the next words, phrases or sentence come. Keep the ideas flowing. The stronger you think about the word or phrase you need, the better ideas, word or phrase will flow from your head. No matter if you stay on the general topic words or phrase, you can keep writing them down completely. Do not worry about it, you can cross it later.
3. Use words, phrases, or sentences you have got before. Do not worry about spelling or grammatical mistakes or errors. Remember, your main objective is to “jot down” as quickly as they come to you without worrying about either the idea is important, interesting, or even relevant to your specific subject.

4. Clustering

Clustering is one of prewriting activities that you can employ as to generate ideas. Simon and Schuster (2003: 23) state that clustering is a way of thinking with the help of a diagram. More precisely, it helps you decide how much you have to say on a particular topic, and whether those ideas are in fact related.

Langan (2001: 22) points out that clustering also known as *diagramming* or *mapping*, it is another techniques that can be used to generate material for a paper. This technique is helpful for people who like to think in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

Miller (2006: 11) argues that clustering is also called as *webbing*. It is a way of visual analyzing the parts of a subject. Write the subject in the middle of your paper and circle it. From the edges of the circle, draw lines radiating outward to nodes labeled to represent the main parts of the subject.

Clustering is a type of prewriting activities that allows you to explore many ideas as soon as they occur to you. In clustering, the students write a topic in a paper and circle it. Then they should write whatever ideas about the topic around it and link them to the circle of the topic with lines.

Clustering is a generative tool that helps us to connect thoughts, feelings, and ideas not connected before. It allows us to loosely structure

ideas as they occur in a shape that allows for the further generation of ideas. Clustering taps our associative powers in a self-organizing process, encouraging us to create personally meaningful pattern Pros (2007: 1-2).

Simon and Schuster (2003: 23) explain the procedures of clustering technique in prewriting activities as follows:

1. Start with write the topic in the center of a page. Circle it.
2. Jot down new ideas as you think of them, and link them to the central circle with lines.
3. Keep drawing lines out to link connecting ideas. The goal here is write down every word or phrase that comes to mind when you think of the topic word, forming connections between them.

5. Outlining

Wishon (1980: 371) points out that an outline is an arrangement of the topics or ideas in the form of a numbered list. This list shows the order and relationship of the ideas. It is the most helpful single technique for writing good paper. It is an excellent follow up to the prewriting techniques already mentioned before.

Outlining will help lead to writing better compositions, as the subject of the composition an its purpose are clearly stated. It will help the writer stick to the subject an force the writer to list all the ideas that are to be presented. Thus, outlining assures that the composition will be complete and in logical order. It will help to eliminate ideas that are not related to the subject and to avoid repetition. In addition, the writer will see the relation of each part to the whole composition.

Langan (1986: 96) states that in a scratch outline you think carefully about the exact point you are making, about the exact items that you want to support that point, and about the exact order in which you want to arrange those items. It is a plan or blueprint that will help you achieve a unified (left out items that are not related), supported (added items that develop the point) and organized composition (arrange the items in a logical order by using emphatic order) (Langan, 1986: 97).

Syafi'i (2007: 23) argues that in outlining, the students have to write down the main points and sub-points in the order in which they plan to write about them. Then, generate them one by one. An outline is a logical, general description, a schematic summary, an organizational pattern, a visual and conceptual design of our writing. So, an outline reflects logical thinking and clear classification.

The general purpose of an outline is aids in the process of writing, and the specific purposes of making an outline are: it helps us organize our ideas, presents our material in a logical form, shows the relationships among ideas in our writing, constructs an ordered overview of our writing, and defines boundaries and groups.

Hughey (1983: 73) points out the procedures of outlining as follow:

1. At the top of the page write a tentative purpose statement and identify the audience.
2. Use key words or phrases to record ideas.
3. Write the controlling idea (thesis) in the top.

4. List in order of importance, chronology, etc. the major supporting ideas in the middle boxes, arranging in descending order.
5. Write a tentative conclusion in the bottom box.
6. Check all ideas to see that the conclusion is a logical outgrowth of the combined points.

B. Relevant Research

Actually, there are many previous researches regarding with developing ideas in prewriting activities. One of them is conducted by M. Rasyidi HS (2003). In his paper project, he focused his research on students' ability in prewriting activities. He found out that the fifth semester students of English Education Department, IAIN SUSQO Pekanbaru, could write the real composition more easily because they tried to apply the prewriting techniques (brainstorming, free-writing, listing, and outlining), but they still needed to be improved more especially in brainstorming and listing technique.

The other similar research was also conducted by Lismawati (2006). In her mini-thesis, she emphasized on students' efforts in mastering prewriting activities. She found out that the success of learning writing did not only depend on the lecturer but also the students' efforts in mastering prewriting activities. She also found out that the sixth semester students of English Education Department of UIN SUSKA Riau were categorized into *fair* because the level percentage of the students' efforts was 70.6%.

C. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding used scientifically in this research. It should be interpreted into particular word in order to make easy to measure. Therefore, this operational concept is very important.

To know students' techniques in developing ideas in prewriting activities, the writer found some indicators as follows:

1. Brainstorming

- 1) The students generate ideas by asking as many questions as they can think about the topic. Such questions include *what*, *when*, *why*, *how*, *where*, and *who*.
- 2) The students generate details by asking as many questions as they can think about the topic. Such questions include *what*, *when*, *why*, *how*, *where*, and *who*.
- 3) The students collect the facts and experiences that they know about the topic.
- 4) The students generate new perspectives by asking as many questions as about the topic.

2. Free-writing

- 1) The students apply free-writing technique without worry about grammar and spelling.
- 2) The students apply free-writing technique without worry about punctuation.

- 3) The students apply free-writing technique without worry about composition.
- 4) The students apply free-writing technique without worry about doing mistakes.

3. Listing

- 1) The students find words, phrases, or sentences that are concerning to the topic.
- 2) The students produce as many ideas as possible in a short time.
- 3) The students collect as much raw materials for writing as possible.
- 4) The students write out a list of as many different items as concerning the topic.

4. Clustering

- 1) The students generate ideas with the help of a diagram.
- 2) The students decide how much they have to say on a particular topic.
- 3) The students decide whether those ideas are in fact related.
- 4) The students connect thoughts, feelings, and ideas that not connected before.

5. Outlining

- 1) The students think cautiously about the precise points and items.
- 2) The students find focus and relating ideas.
- 3) The students achieve a unified, supported and organized composition.
- 4) The students arrange the main points and sub points orderly.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is descriptive research. This research describes techniques done by the second year students in developing ideas in prewriting activities at MA Al-Huda Kuntu Kampar Kiri. Best (1979, in Syafi'i 2007:173) points out: the descriptive method describes and interprets what condition or relationship that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

B. Location and Time of the Research

The location of this research was Madrasah Aliyah Al-Huda Kuntu (MA Al-Huda Kuntu), district of Kampar Kiri, Regency of Kampar. This research was conducted on April until May 2010.

C. Subject and Object of the Research

1. Subject of the research

The subject of this research was the second year students of MA Al-Huda Kuntu Kampar Kiri.

2. Object of the Research

The object of this research was techniques in developing ideas in prewriting activities.

D. Population and Sample of the Research

The population of this research was the second year students of MA Al-Huda Kuntu Kampar Kiri. The total number of the population was 30 students. The sample of this research was all of the students because it was a small population. Suharsimi Arikunto (2002:112) states that the amount of the subject is less than 100, it is better to take all the population, and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. So, in this research, the writer took all the population as a sample in order to accurate the data because the sum of the subject was small. Therefore, the sample was obtained through total sampling technique.

E. Technique of Data Collection

The instrument used to collect the data needed in this research was Questionnaire. It was conducted by giving the questionnaire that consist of twenty items to be answered by the students as to know the techniques done by the students in developing ideas in prewriting activities

F. Technique of Data Analysis

This research is descriptive research. It aims to find out techniques done by the second year students in developing ideas in prewriting activities at MA Al-Huda Kuntu.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. The Description of the Data

The data in this research have been collected from the second year students of Madrasah Aliyah Al-Huda Kuntu Kampar Kampar (MA Al-Huda Kuntu). The total number of the second year students was 30. The data were gained through questionnaire.

The questionnaire consisted of twenty items. Each item has five options, namely; always, often, sometimes, seldom, and never. Each option of the items was scored as follows:

Option A was *Always*

Option B was *Often*

Option C was *Sometimes*

Option D was *Seldom*

Option E was *Never*

(Sugiyono, 2010: 93-94)

The items were organized based on indicators in the operational concept in the second chapter.

1. Brainstorming

The items about brainstorming can be seen from the questionnaire number 1, 6, 11, and 16.

2. Free-writing

The items about free-writing can be seen from the questionnaire number 2, 7, 12, and 17.

3. Listing

The items about listing can be seen from the questionnaire number 3, 8, 13 and, 18.

4. Clustering

The items about clustering can be seen from the questionnaire number 4, 9, 14, and 19.

5. Outlining

The items about outlining can be seen from the questionnaire number 5, 10, 15, and 20.

2. The Data of the Students' Techniques in Developing Ideas in Prewriting Activities

The data will be presented orderly based on items of the questionnaire as follows:

1. The students generate ideas by asking as many questions as about the topic, such questions include *what, when, why, how, where and who*.

Based on the students' answers about the item, 1 of the students always generates ideas by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, 12 of them often generate ideas by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, 4

of them sometimes generate ideas by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, 2 of them seldom generate ideas by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, and 11 of them never generate ideas by asking as many questions as about the topic such questions include *what, when, why, how, where and who*. It means that most of the students often generate ideas by asking as many questions as about the topic.

2. The students write freely without worry about grammar and spelling.

Based on the students' answers about the item, 10 of the students always write freely without worry about grammar and spelling, 6 of them often write freely without worry about grammar and spelling, 6 of them sometimes write freely without worry about grammar and spelling, 2 of them seldom write freely without worry about grammar and spelling, and 6 of them never write freely without worry about grammar and spelling. It means that most of the students always write freely without worry about grammar and spelling.

3. The students make a list of words, phrases, or sentences that are concerning to the topic.

Based on the students' answers about the item, 6 of the students always make a list of words, phrases, or sentences that are concerning to the topic, 4 of them often make a list of words, phrases, or sentences concerning to the topic, 4 of them sometimes make a list of words,

phrases, or sentences that are concerning to the topic, 9 of them seldom make a list of words, phrases, or sentences that are concerning to the topic, and 7 of them never make the list. It means that most of the students seldom make a list of words, phrases, or sentences that are concerning to the topic.

4. The students generate ideas with the help of a diagram.

Based on the students' answers about the item, 2 of the students always generate ideas with the help of a diagram, 1 of them often generate ideas with the help of a diagram, 3 of them sometimes generate ideas with the help of a diagram, 2 of them seldom generate ideas with the help of a diagram, and 22 of them never generate ideas with the help of a diagram. It means that most of the students never generate ideas with the help of a diagram.

5. The students think cautiously about the precise points and items by making an outline of the topic.

Based on the students' answers about the item, 10 of the students always think cautiously about the precise points and items by making an outline of the topic, 2 of them often think cautiously about the precise points and items by making an outline of the topic, 2 of them sometimes think cautiously about the precise points and items by making an outline of the topic, 5 of them seldom think cautiously about the precise points and items by making an outline of the topic, and 11 of them never think cautiously about the precise points and

items by making an outline of the topic. It means that most of the students never think cautiously about the precise points and items by making an outline of the topic.

6. The students generate details by asking as many questions as about the topic. Such questions include *what, when, why, how, where* and *who*.

Based on the students' answers about the item, 3 of the students always generate details by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, 6 of them often generate details by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, 8 of them sometimes generate details by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, 4 of them seldom generate details by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, and 9 of them never generate details by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*. It means that most of the students never generate details by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*.

7. The students write freely without worry about punctuation

Based on the students' answers about the item, 2 of the students always write freely without worry about punctuation, 8 of them often write freely without worry about punctuation, 6 of them sometimes

write freely without worry about punctuation, 8 of them seldom write freely without worry about punctuation, and 6 of them never write freely without worry about punctuation. It means that most of the students choose answer often and seldom in writing freely without worry about punctuation.

8. The students produce as many ideas as possible in a short time by making a list.

Based on the students' answers about the item, none of the students always make a list to produce as many ideas as possible in a short time, 2 of them often make a list to produce as many ideas as possible in a short time, 4 of them sometimes make a list to produce as many ideas as possible in a short time, 8 of them seldom make a list to produce as many ideas as possible in a short time, and 16 of them never make a list to produce as many ideas as possible in a short time. It means that most of the students never make a list to produce as many ideas as possible in a short time

9. The students decide how much they have to say on a particular topic.

Based on the students' answers about the item, 6 of the students always decide how much they have to say on a particular topic, 6 of them often decide how much they have to say on a particular topic, 4 of them sometimes decide how much they have to say on a particular topic, 4 of them seldom decide how much they have to say on a particular topic, and 10 of them never decide how much they have to

say on a particular topic. It means that most of the students never decide how much they have to say on a particular topic.

10. The students find focus and relating ideas by making an outline of the topic.

Based on the students' answers about the item, 9 of the students always find focus and relating ideas by making an outline of the topic, 2 of them often find focus and relating ideas by making an outline of the topic, 4 of them sometimes find focus and relating ideas by making an outline of the topic, 4 of them seldom find focus and relating ideas by making an outline of the topic, and 11 of them never find focus and relating ideas by making an outline of the topic. It means that most of the students never find focus and relating ideas by making an outline of the topic.

11. The students remember and collect the facts and experiences that they know about the topic.

Based on the students' answers about the item, 10 of the students always remember and collect the facts and experiences that they know about the topic, 4 of them often remember and collect the facts and experiences about the topic, 2 of them sometimes remember and collect the facts and experiences about the topic, 8 of them seldom remember and collect the facts and experiences about the topic, and 6 of them never remember and collect the facts and experiences about

the topic. It means that most of the students always remember and collect the facts and experiences about the topic.

12. The students write freely without worry about composition.

Based on the students' answers about the item, 4 of the students always write freely without worry about composition, 12 of them often write freely without worry about composition, 2 of them sometimes write freely without worry about composition, 6 of them seldom write freely without worry about composition, and 6 of them never write freely without worry about composition. It means that most of the students often write freely without worry about composition.

13. The students collect as much raw materials for writing as possible in a list.

Based on the students' answers about the item, 8 of the students always collect as much raw materials for writing as possible in a list, 2 of them often collect as much raw materials for writing as possible in a list, none of them choose sometimes in collecting as much raw materials for writing as possible in a list, 10 of them seldom collect as much raw materials for writing as possible in a list, and 10 of them never collect as much raw materials for writing as possible in a list. It means that most of the students choose answer seldom and never in collecting as much raw materials for writing as possible in a list.

14. The students decide whether those ideas are in fact related.

Based on the students' answers about the item, 12 of the students always decide whether the ideas are in fact related, 2 of them often decide whether the ideas are in fact related, 6 of them sometimes decide whether the ideas are in fact related, 6 of them seldom decide whether the ideas are in fact related, and 4 of them never decide whether the ideas are in fact related. It means that most of the students always decide whether the ideas are in fact related.

15. The students achieve a unified, supported and organized composition.

Based on the students' answers about the item, 2 of the students always achieve a unified, supported, and organized composition, 4 of them often achieve a unified, supported, and organized composition, 2 of them sometimes achieve a unified, supported, and organized composition, 16 of them seldom achieve a unified, supported, and organized composition, and 6 of them never achieve a unified, supported, and organized composition. It means that most of the students seldom achieve a unified, supported, and organized composition.

16. The students generate new perspectives by asking as many questions as about the topic, such questions include *what*, *when*, *why*, *how*, *where* and *who*.

Based on the students' answers about the item, 6 of the students always generate new perspectives by asking as many questions as

about the topic such questions include *what, when, why, how, where* and *who*, 6 of them often generate new perspectives by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, 8 of them sometimes generate new perspectives by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, 2 of them seldom generate new perspectives by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*, and 8 of them never generate new perspectives by asking as many questions as about the topic such questions include *what, when, why, how, where* and *who*. It means that most of the students choose answer sometimes and never in generating new perspectives by asking as many questions as about the topic, such questions include *what, when, why, how, where* and *who*.

17. The students write freely without worry about doing mistakes.

Based on the students' answers about the item, 8 of the students always write freely without worry about doing mistakes, 4 of them often write freely without worry about doing mistakes, 8 of them sometimes write freely without worry about doing mistakes, 4 of them seldom write freely without worry about doing mistakes, and 6 of them never write freely without worry about doing mistakes. It means that most of the students choose answer always and sometimes in writing freely without worry about doing mistakes

18. The students write out a list of as many different items as concerning the topic.

Based on the students' answers about the item, 7 of the students always write out a list of as many different items as concerning the topic, 2 of them often write out a list of as many different items as concerning the topic, 10 of them sometimes write out a list of as many different items as concerning the topic, 6 of them seldom write out a list of as many different items as concerning the topic, and 5 (16.6 %) of them never write out a list of as many different items as concerning the topic. It means that most of the students sometimes write out a list of as many different items as concerning the topic.

19. The students connect thoughts, feelings, and ideas that are not connect before.

Based on the students' answers about the item, 2 of the students always connect thoughts, feelings, and ideas that are not connect before, 6 of them often connect thoughts, feelings, and ideas that are not connected before, 6 of them sometimes connect thoughts, feelings, and ideas that are not connected before, 6 of them seldom connect thoughts, feelings, and ideas that are not connected before, and 10 of them never connect thoughts, feelings, and ideas that are not connected before. It means that most of the students never connect thoughts, feelings, and ideas that are not connected before.

20. The students arrange the main points and sub points orderly.

Based on the students' answers about the item, 9 of the students always arrange the main points and sub points orderly, 12 of them often arrange the main points and sub points orderly, 4 of them sometimes arrange the main points and sub points orderly, 2 of them seldom arrange the main points and sub points orderly, and 3 of them never arrange the main points and sub points orderly. It means that most of the students often arrange the main points and sub points orderly.

B. Data Analysis

1. Data Analysis on Techniques Done by the Students in Developing Ideas in Prewriting Activities

In order to know techniques done by the students in developing ideas in prewriting activities, it is important to collect and classify the items of the questionnaire based on each technique (brainstorming, free-writing, listing, clustering and outlining) as follows:

1. Brainstorming

To know the using brainstorming technique at the second year students of MA Al-Huda Kuntu in developing ideas in prewriting activities, it is important to collect all data about brainstorming technique. The items about brainstorming can be seen from the items number 1, number 6, number 11, and number 16.

From item number 1, 1 of the students always generates ideas by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, 12 of them often generate ideas by asking as many questions as about the topic, and 4 of them sometimes generate ideas by asking as many questions as about the topic.

From item number 6, 3 of the students always generate details by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, 6 of them often generate details by asking as many questions as about the topic, 8 of them sometimes generate details by asking as many questions as about the topic.

From item number 11, 10 of the students always remember and collect the facts and experiences that they know about the topic, 4 of them often remember and collect the facts and experiences about the topic, 2 of them sometimes remember and collect the facts and experiences about the topic.

From item number 16, 6 of the students always generate new perspectives by asking as many questions as about the topic, 6 of them often generate new perspectives by asking as many questions as about the topic, 8 of them sometimes generate new perspectives by asking as many questions as about the topic.

Based on the students' answers from items number 1, number 6, number 11, and number 16 about brainstorming, it is known that brainstorming technique is done by some of the second year students of MA Al-Huda Kuntu Kampar kiri in developing their ideas in prewriting activities because some of the students generate ideas, details, and new perspective by asking as many questions as about the topic such questions include *what, when, why, how, where and who*, they also collect the facts and experiences that they know about the topic.

2. Free-writing

To know the using free-writing technique at the second year students of MA Al-Huda Kuntu in developing ideas in prewriting activities, it is important to collect all data about free-writing technique. The items about free-writing can be seen from the items number 2, number 7, number 12, and number 17.

From item number 2, 10 of the students always write freely without worry about grammar and spelling, 6 of them often write freely without worry about grammar and spelling, 6 of them sometimes write freely without worry about grammar and spelling.

From item number 7, 2 of the students always write freely without worry about punctuation, 8 of them often write freely without worry about punctuation, 6 of them sometimes write freely without worry about punctuation.

From item number 12, 4 of the students always write freely without worry about composition, 12 of them often write freely without worry about composition, 2 of them sometimes write freely without worry about composition.

From item number 17, 8 of the students always write freely without worry about doing mistakes, 4 of them often write freely without worry about doing mistakes, 8 of them sometimes write freely without worry about doing mistakes

Based on the students' answers from items number 2, number 7, number 12, and number 17 about free-writing technique, it is known that free-writing technique is done by some of the second year students of MA Al-Huda Kuntu Kampar kiri in developing their ideas in prewriting activities because some of the students write freely without worry about grammar, spelling, punctuation, composition and doing mistakes in prewriting activities.

3. Listing

To know the using listing technique at the second year students of MA Al-Huda Kuntu in developing ideas in prewriting activities, it is important to collect all data about listing technique. The items about listing can be seen from the items number 3, number 8, number 13, and number 18.

From item number 3, 6 of the students always make a list of words, phrases, or sentences that are concerning to the topic, 4 of them

often make a list of words, phrases, or sentences concerning to the topic, 4 of them sometimes make a list of words, phrases, or sentences that are concerning to the topic.

From item number 8, 2 of them often make a list to produce as many ideas as possible in a short time, 4 of them sometimes make a list to produce as many ideas as possible in a short time.

From item number 13, 8 of the students always collect as much raw materials for writing as possible in a list, 2 of them often collect as much raw materials for writing as possible in a list.

From item number 18, 7 of the students always write out a list of as many different items as concerning the topic, 2 of them often write out a list of as many different items as concerning the topic, 10 of them sometimes write out a list of as many different items as concerning the topic.

Based on the students' answers from the items number 3, number 8, number 13, and number 18 about listing technique, it is known that listing technique is done by some of the second year students of MA Al-Huda Kuntu Kampar kiri in developing their ideas in prewriting activities because some of the students make a list of words, phrases, or sentences that are concerning to the topic, make a list to produce as many ideas as possible in a short time, collect as much raw materials for writing as possible in a list, and write out a list of as many different items as concerning the topic.

4. Clustering

To know the using clustering technique at the second year students of MA Al-Huda Kuntu in developing ideas in prewriting activities, it is important to collect all data about clustering technique. The items about clustering can be seen from the items number 4, number 9, number 14, and number 19.

From item number 4, 2 of the students always generate ideas with the help of a diagram, 1 of them often generate ideas with the help of a diagram, 3 of them sometimes generate ideas with the help of a diagram.

From item number 9, 6 of the students always decide how much they have to say on a particular topic, 6 of them often decide how much they have to say on a particular topic, 4 of them sometimes decide how much they have to say on a particular topic.

From item number 14, 12 of the students always decide whether the ideas are in fact related, 2 of them often decide whether the ideas are in fact related, 6 of them sometimes decide whether the ideas are in fact related.

From item number 19, 2 of the students always connect thoughts, feelings, and ideas that are not connect before, 6 of them often connect thoughts, feelings, and ideas that are not connected before, 6 of them sometimes connect thoughts, feelings, and ideas that are not connected before.

Based on the students' answers in items number 4, number 9, number 14, and number 19 about clustering technique, it is known that clustering technique is done by some of the students in developing their ideas in prewriting activities because some of the students generate ideas with the help of a diagram, decide how much they have to say on a particular topic, decide whether the ideas are in fact related, and connect thoughts, feelings, and ideas that are not connected before.

5. Outlining

To know the using outlining technique at the second year students of MA Al-Huda Kuntu in developing ideas in prewriting activities, it is important to collect all data about outlining technique. The items about outlining can be seen from the items number 5, number 10, number 15, and number 20.

From item number 5, 10 of the students always think cautiously about the precise points and items by making an outline of the topic, 2 of them often think cautiously about the precise points and items by making an outline of the topic, 2 of them sometimes think cautiously about the precise points and items by making an outline of the topic.

From item number 10, 9 of the students always find focus and relating ideas by making an outline of the topic, 2 of them often find focus and relating ideas by making an outline of the topic, 4 of them sometimes find focus and relating ideas by making an outline of the topic.

From item number 15, 2 of the students always achieve a unified, supported, and organized composition, 4 of them often achieve a unified, supported, and organized composition, 2 of them sometimes achieve a unified, supported, and organized composition.

From item number 20, 9 of the students always arrange the main points and sub points orderly, 12 of them often arrange the main points and sub points orderly, 4 of them sometimes arrange the main points and sub points orderly.

Based on the students' answers in items number 5, number 10, number 15, and number 20 about outlining technique, it is known that outlining technique is done by some of the second year students of MA Al-Huda Kuntu Kampar kiri in developing their ideas in prewriting activities because some of the students think cautiously about the precise points and items by making an outline of the topic, find focus and relating ideas by making an outline of the topic, achieve a unified, supported, and organized composition, and arrange the main points and sub points orderly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding in the previous chapters, the writer concludes that some of the second year students of MA Al-Huda Kuntu used brainstorming technique in developing their ideas in prewriting activities, some of the students used free-writing technique, some of the students used listing technique, some of the students used clustering technique, and some of the students used outlining technique. So, there are five techniques done by the second year students of MA Al-Huda Kuntu in developing their ideas in prewriting activities, they are: brainstorming, free-writing, listing, clustering, and outlining.

B. Suggestion

After conducting the research about techniques done by the second year students in developing ideas in prewriting activities at MA Al-Huda Kuntu, the writer wants to deliver some suggestions:

1. Writing is not a spontaneous product. So, the students should do it step by step and follow the process of writing activity, including prewriting activities as the first step of the process of writing.
2. The students should improve their techniques in developing ideas in prewriting activities.

3. The students should learn more about procedures of each technique in developing ideas in prewriting activities.
4. The students should practice more in developing their ideas in prewriting activities in order to increase their writing skill.

BIBLIOGRAPHY

- Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. Engliwood Cliffs: Prentice Hall.
- Gould, Eric., et al. 1989. *The Act of Writing*. New York: Random House.
- Horn, Vivian. 1977. *Composition Steps*. U.S.A: Newbury House Publisher.
- Hornby, et al. 1969. *An English Reader Dictionary*. Oxford: Oxford University Press.
- Hughey, Jane B., et al. 1983. *Teaching ESL Composition: Principles and Techniques*. Rowley, Massachussetts: Newbury House Publisher.
- Kinneavy, James L., et al. 1985. *Writing in the Liberal Arts Traditions*. New York: Harper & Row Publisher.
- Langan, John. 1986. *College Writing Skills with Readings*. New York: McGraw-Hill.
- Langan, John. 2001. *English Skills*. New York: McGraw-Hill.
- Lisnawati. 2006. "A study on the Ability of Pre-writing Activities at the Fifth Semester of English Education Department of Education and Teacher's Training Faculty of UIN SUSKA Riau" Unpublished Undergraduate Thesis. Pekanbaru: UIN.
- Mc Mahan, Elizabeth and Susan Day. 1984. *The Writer's Rhetoric and Handbook*. US: McGraw-Hill Book Company.
- Miller, Robert Keith. 2006. *Motives for Writing*. New York: McGraw-Hill.
- M. Rasyidi HS. 2003. "The Students' Efforts in Mastering Pre-writing Activities at the Sixth Semester Students in the Academic Year 2002 of the English Education Department Tarbiyah Faculty IAIN SUSQO Pekanbaru" Unpublished Undergraduate Thesis. Pekanbaru: UIN.
- M. Syafi'i S. 2007. *From Paragraphs to A Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LBSI.
- Oshima, Alice and Ann Hogue. 1991. *Writing Academic English: A Writing and Sentence Structure Handbook*. Menlo Park, California: Addison-Wesley Publishing Company.

- Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing*. United States: Pearson Longman.
- Pros. *Prewriting: "clustering"*. August 16, 2007. Retrieved on March 27, 2010 <www.humboldt.edu/~tdd2/clustering.htm>.
- Rachmat Effendi P. 1998. *Cara Mudah Menulis dan Menerjemahkan*. Jakarta: Hapsa Et Studia.
- Reid, Joy M. 1988. *The Process of Composition*. Englewood Cliffts, New Jersey: Prentice Hall Regents.
- Reid, Joy M. 1993. *Teaching ESL Writing*. US of America: Prentice Hall Regents.
- Richard, Jack C., et al. 1992. *Longman Dictionary of Applied Linguistics*. Malaysia: Longman Group UK Limited.
- Simon, & Schuster. 2003. *Essay Writing: Step by Step*. New York: Kaplan Publishing.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Suharsimi Arikunto. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktis*. Jakarta: Rineka Cipta.
- Wishon, George E and Julia M. Burks. 1980. *Let's Write English*. New York: American Book Company.

QUESTIONNAIRE

Name :

Class :

Instructions:

- This questionnaire is written for research purpose only
- Circle or cross one of the five choices based on your opinion honestly and correctly
- Your true opinions will give a great help for this research
- Thank you for your participation

Statements

1. I generate ideas by asking as many questions as I can think about the topic, such questions include *what, when, why, how, where* and *who*.
A. Always D. Seldom
B. Often E. Never
C. Sometimes
2. I write freely without worry about grammar and spelling
A. Always D. Seldom
B. Often E. Never
C. Sometimes
3. I make a list of words, phrases, or sentences that are concerning to the topic.
A. Always D. Seldom
B. Often E. Never
C. Sometimes
4. I generate ideas with the help of a diagram.
A. Always D. Seldom
B. Often E. Never
C. Sometimes
5. I think cautiously about the precise points and items by making an outline of the topic
A. Always D. Seldom
B. Often E. Never
C. Sometimes
6. I generate details by asking as many questions as I can think about the topic. Such questions include *what, when, why, how, where* and *who*.
A. Always D. Seldom
B. Often E. Never
C. Sometimes

7. I write freely without worry about punctuation
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
8. By making a list, I produce as many ideas as possible in a short time.
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
9. I decide how much I have to say on a particular topic.
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
10. I find focus and relating ideas by making an outline of the topic
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
11. I remember and collect the facts and experiences that I know about the topic.
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
12. I write freely without worry about composition
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
13. I collect as much raw materials for writing as possible in a list.
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
14. I decide whether those ideas are in fact related.
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
15. I achieve a unified, supported and organized composition
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
16. I generate new perspectives by asking as many questions as about the topic.
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never
17. I write freely without worry about doing mistakes
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Seldom
 - E. Never

- C. Sometimes
18. I write out a list of as many different items as concerning the topic.
- | | |
|--------------|-----------|
| A. Always | D. Seldom |
| B. Often | E. Never |
| C. Sometimes | |
19. I connect thoughts, feelings, and ideas that are not connected before
- | | |
|--------------|-----------|
| A. Always | D. Seldom |
| B. Often | E. Never |
| C. Sometimes | |
20. I arrange the main points and sub points orderly
- | | |
|--------------|-----------|
| A. Always | D. Seldom |
| B. Often | E. Never |
| C. Sometimes | |

-- Thank You --

ANGKET

Nama :

Kelas :

Intruksi:

- Angket ini dibuat hanya untuk tujuan riset (penelitian)
- Lingkarilah atau beri tanda silang pada salah satu dari lima pilihan jawaban berdasarkan pendapat anda dengan jujur dan benar
- Pendapat anda akan memberikan bantuan yang sangat besar terhadap penelitian ini.
- Terimakasih atas partisipasi anda.

Statements:

1. Saya menghasilkan ide-ide dengan membuat pertanyaan sebanyak mungkin mengenai topik, seperti pertanyaan: *apa, kapan, kenapa, bagaimana dan siapa*
A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
2. Saya mengarang bebas tanpa mempedulikan grammar/ tatabahasa dan ejaan.
A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
3. Saya membuat daftar kata-kata, frase-frase atau kalimat-kalimat yang menyangkut topic.
A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
4. Saya mengembangkan ide dengan bantuan sebuah diagram.
A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
5. Saya memikirkan poin-poin dan item-item yang tepat secara teliti dengan membuat skema karangan dari suatu topik.
A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
6. Saya menghasilkan detil-detil dari suatu topic dengan membuat pertanyaan sebanyak mungkin mengenai topik tersebut, seperti pertanyaan: *apa, kapan, kenapa, bagaimana dan siapa*
A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang

7. Saya mengarang bebas tanpa mempedulikan tanda baca.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
8. Dengan membuat daftar, saya menghasilkan ide sebanyak mungkin dalam waktu yang singkat.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
9. Saya menentukan berapa banyak yang harus saya ungkapkan dalam suatu topic tertentu.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
10. Saya menemukan ide pokok dan ide-ide yang berhubungan dengan ide pokok dengan membuat skema karangan dari suatu topik..
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
11. Saya mengingat-ingat dan mengumpulkan fakta-fakta dan pengalaman-pengalaman yang saya ketahui tentang suatu topik
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
12. Saya mengarang bebas tanpa mempedulikan susunan karangan.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
13. Saya mengumpulkan materi/bahan untuk mengarang sebanyak mungkin dalam sebuah daftar.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
14. Saya memastikan apakah ide-ide tersebut benar-benar saling berhubungan.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
15. Saya bisa mencapai suatu kesatuan ide, ide pendukung, dan susunan karangan yang teratur.
- A. Selalu D. Jarang
B. Sering E. Tidak pernah
C. Kadang-kadang
16. Saya menghasilkan pemikiran-pemikiran baru dengan membuat pertanyaan sebanyak mungkin tentang suatu topik.

- | | |
|------------------|-----------------|
| A. Selalu | D. Jarang |
| B. Sering | E. Tidak pernah |
| C. Kadang-kadang | |
17. Saya mengarang bebas tanpa khawatir melakukan kesalahan
- | | |
|------------------|-----------------|
| A. Selalu | D. Jarang |
| B. Sering | E. Tidak pernah |
| C. Kadang-kadang | |
18. Saya membuat daftar item-item berbeda yang sesuai dengan topik sebanyak mungkin.
- | | |
|------------------|-----------------|
| A. Selalu | D. Jarang |
| B. Sering | E. Tidak pernah |
| C. Kadang-kadang | |
19. Saya menghubungkan gagasan-gagasan, pemikiran-pemikiran dan ide-ide yang sebelumnya tidak terhubung.
- | | |
|------------------|-----------------|
| A. Selalu | D. Jarang |
| B. Sering | E. Tidak pernah |
| C. Kadang-kadang | |
20. Saya menyusun poin dan sub-poin secara berurutan.
- | | |
|------------------|-----------------|
| A. Selalu | D. Jarang |
| B. Sering | E. Tidak pernah |
| C. Kadang-kadang | |

-- Thank You --

THE WRITER'S CURRICULUM VITAE

Name : Nur Amaliah
Place/Birthday : Kuntu, December 26, 1986
Phone Number : 085271686446
Sex : Female
Address : Kuntu, Kampar Kiri
Educational Background :
1993-1999 : SDN 021 Kuntu
1999-2003 : MTs TI Candung
2003-2006 : MA TI Candung
2006-2010 : Department of English Education, Faculty of
Education and Teacher Training, State
Islamic University of Sultan Syarif Kasim
Riau
Hobbies : Reading, writing, traveling, and listening music.
Parents :
Father : Khadri H.Usman, S.Pd.i
Job : Teacher
Mother : Nalisma, S.Pd.i
Job : Teacher
Adresss : Kuntu, Kampar Kiri

Pekanbaru, May, 2010

The writer

Nur Amaliah